**DATE: April 9-12/12 WEEK: 30 GRADE:** First Grade

|  |  |
| --- | --- |
| X  **TRANSDISCIPLINARY STUDIES DisciplinE-Specific STUDIES**  **Transdisciplinary Theme: SHARING THE PLANET** | **Subject Area:** English **Unit 4 WEATHER WONDERS**  **READING** |
| **ACHIEVEMENT INDICATORS: 1.** Uses a range of strategies to self-monitor and self-correct, for example, phonics, meaning, context, rereading, reading on. (Phase 3)  Unders Extracts information from non-fiction text. (Phase 3)  Discusses personality and behaviour of storybook, characters, commenting on reasons why they might react in particular ways. (Phase 3) | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 🕑 | **A.Indic** | **Learning Engagement** | **Materials** | **Comments** |
| 20 mins/ each | 1  2 | **TUESDAY**  **Phonics in Context: Oo**  Read the Oo chart, ensuring that the children understand. Play the CD song chart 16 and sing along with the children. Play a game going round the circle of children with each child saying a word that begins with /o/. Then change: the children need to say a word with /o/ in the middle. You may need to give clues to help them remember vocabulary e.g. “an animal that goes woof”.  **Fabio’s group:** **Phoneme Segmentation /Blending**  **WEDNESDAY**  **Teach Concepts of print: Table of Contents**  Ask Children what is an informational text. Display the Table Of Contents page from What Is The Weather Outside? Big Book, introduce it to the children saying that “The Table of Contents tells you the name and the page number for each section in a book. A Table of contents can help a reader find the section of a book that she or he needs.” Model using the Table of Contents “I want to find out about hot weather. I look for the word Hot in the Table of Contents. I trace my finger across to page 4, and then I open the book to page 4”.  Give children little copies of the book and have them to practice in pairs looking in the Table of Contents what they want to read.  **Fluency: Stress Words with special Type Treatment**  Point to the words “Flash!, Bang! Boom!” on page 11 of What is the weather outside? Explain that sometimes a word is shown differently than other words. “We read these words with extra force in our voices” Model reading “Flash!, Bang! Boom!” and then have the children read with you. Then point to the word “Lightening” and tell them that the words in bold are defined in the glossary so they should not be said with a stronger voice.  **THURSDAY**  **High Frequency Words: What, walk, up**  Introduce the HFW. Spell each word aloud as you write on the board. Ask them the meaning of each word and have them make sentences using those words, copy some of the sentences on the board.  Play Buzz Off spelling each word of the HFW for this week. You can also use some of the words from the word wall. | Phonics Song Chart 16  Phonics Audio CD  Big Book “What is the Weather Outside”  Small copies of “What is the Weather Outside”  HFWs: What, walk, up |  |